A STUDY OF GALATEA EFFECT ON GOAL-ORIENTATION, RESILIENCE AND MINDFULNESS OF SECONDARY LEVEL STUDENTS

A

Synopsis

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1.0.0. INTRODUCTION

Human life, which is the best creation of God has two aspects: the biological and the sociological or the cultural. While the former is preserved and transmitted by food and reproduction, the latter is preserved and maintained by education. It is through education that a man promotes his intelligence and adds to his knowledge with which, he can move and motivate the world for good or for evils as per his wishes. Education in fact, is one of the major life processes of the human beings just as there are certain indispensable and vital processes of life in a biological sense. It is such a process which goes on from womb to tomb and from cradle to grave. So, it is a very vital and important process in a person's life. Education is indispensable to normal living, without which the individual is unqualified for group and social living.

We are living in the age of globalization and liberalization, where the traditional ways of our living are in a transitional phase. Due to modernization and privatization, the youth is in a dilemma where they find themselves unfit and ill-equipped. A rapid change in family life, pressures of peer and society, today's life style and academic challenges, etc. are the factors that adds to an increase in competition. Adolescents of today's world are living in a world of competition and there is cut-throat competition in every walk of life. The theory of "Survival Of The Fittest" applies to each and every sphere of our life. In this world of competition, quality performance has become the main goal in all the endeavors of our life. Parents' expectations of their wards performance have increased multifold. Being academically successful and making a place for themselves in the society is their top priority. This desire for a high level of performance puts great pressures on the students. However, some of them can handle these pressures quite easily while some still lag behind.

There are a number of factors which determine the human behavior in particular set of conditions. Some of these include *material factors* like physiological changes such as illness, sanitation, ventilation, proper lighting, money offered to us; *social effects* like legal obligations, pressures of the society and *cognitive issues* like people's own interpretation of their situation, expectations (self expectations, expectations of peers or teachers/boss, expectations of the family, and social expectations), learning effects which are stimulated by feedback and reflection.

Among these factors, one of the important factor in educational settings is expectations: self expectations as well as expectations of the teachers. The basic foundation of realizing Greater Expectations imbibe two beliefs that a) many of the students are achieving less than they should at secondary level and b) that by raising our expectations, higher achievements can be obtained. In-depth researches show that expectations influence both student and teacher behavior whether the expectations are held internally as self-expectations or these expectations come from an external source.

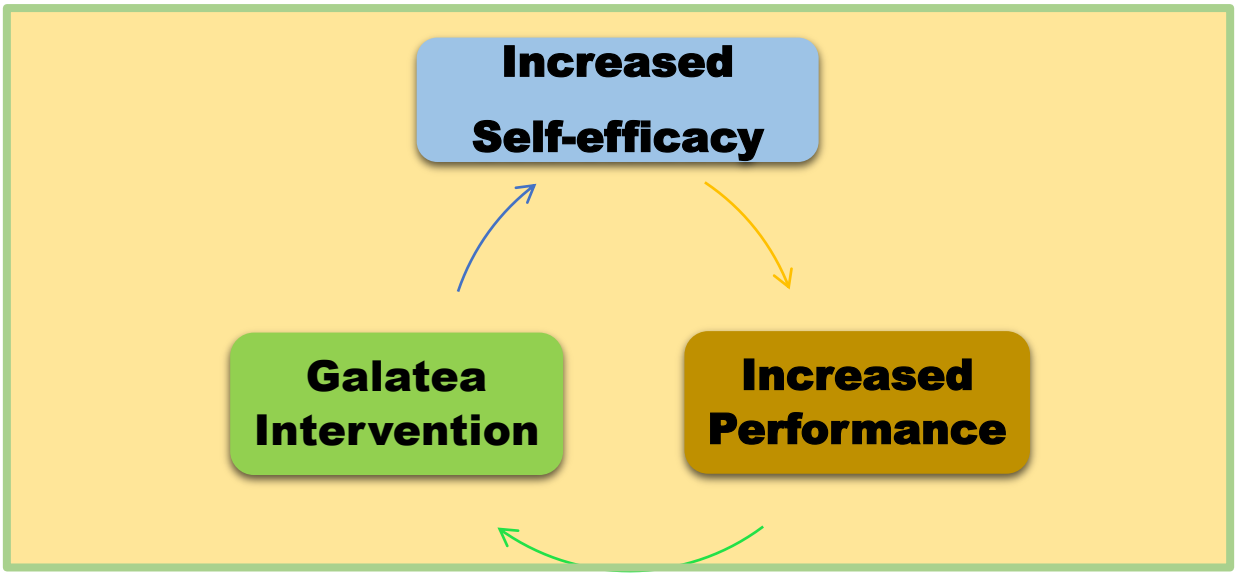
Expectations are double-edged swords. These can raise or lower students' and teachers' outcomes as per the positive or negative nature of the expectations. These expectations are generalized in the form of two self-fulfilling theories: The Galatea effect and The Pygmalion Effect. The Galatea and Pygmalion Effects are two of the important management theories which are based on the power of expectations. However, there is a fundamental difference between the two which is that while the Pygmalion effect talks of others' expectations which influence one's performance, the Galatea effect is self-driven and is based on one's expectations about himself.

Mihaly Csikszentmihalyi has indicated it that one of the vital and most important aspect of one's achievement lies in his/her own expectations i.e., the self expectations which means that how we see ourselves determines our accomplishment to a very large extent. The Galatea Effect is that part of our motivation which depends upon our own expectations towards ourselves and our performance. The word Galatea has its etymological roots in the Greek word "Galatea" which refers to a statue that is carved of ivory by Pygmalion of Cyprus. Galatea effect in particular focuses upon how self expectations affect one's achievement and how these interact with the expectations of others. Teachers often give their students subtle cues about how they have to behave in the classroom settings and how they have to perform. These expectations of the teachers combined with students' own expectations motivate them to achieve better and perform nicely in all spheres of life, be it academics or co-curricular activities. The Galatea effect also reaches the performer directly, while the Pygmalion effect reaches the performer indirectly through the teacher or supervisor (Eden & Kinnar). The Galatea effect only occurs if there is an actual increase in self-efficacy, as well as an increase in performance.

Eden and Ravid (1982) conducted a study that examined both the Galatea and Pygmalion effects. Sixty male trainees in the military were divided into five groups, each instructed by one instructor. Both the trainees and the instructors were the subjects of analysis. The experimenter used verbal persuasion as a tool for increasing self-efficacy within the trainees. The military psychologist addressed each experimental subject in a five-minute personal interview. The results of the experiment confirmed both the Galatea and the Pygmalion effects. The learning performance of the high-expectancy group was significantly higher than the learning performance of the regular-expectancy group. Eden and Kinnar (1991) also focused on the Galatea effect by boosting self-efficacy to increase volunteering in special-forces services in the Israeli Defense Force. Five hundred and fifty-six qualified candidate participants were randomly assigned to the routine information program or to the experimental condition. In the experimental condition, self-efficacy was increased through verbal persuasion. Their results indicated that participants in the experimental condition had higher specific self-efficacy and were more willing to volunteer than those in the control group. The results support the Galatea effect hypothesis.

Eden and Zuk (1995) attempted to produce the Galatea Effect in an experiment seeking to increase self-efficacy for avoiding sea-sickness to improve cadet performance at sea. Verbal persuasion was used to boost the self-efficacy of the cadets. The results showed evidence of reduced sea sickness and increased performance at sea for those participants who were assigned to the experimental condition, thus supporting Galatea Effect.

Figure 1: The Galatea Effect



McNatt and Judge (2004) conducted a longitudinal field experiment, focusing on the Galatea effect in the workplace while also addressing boundary conditions. According to them, despite the evidence of Self Fulfilling Prophecies (SFPs), there has been a lack of actual application in the workplace. This hesitation to make use of the SFPs is due to several boundary conditions and limitations of previous SFPs research. McNatt and Judge address boundary conditions such as the long term effects of SFPs and the experience level of the employees. They used scripted verbal persuasion along with modeling as interventions to boost self-efficacy. Unlike previous researches, the verbal persuasion was based upon accurate information found in past appraisal performance of the employees, rather than fictitious information. The results supported the existence of the Galatea effect, as well as boost in motivation. So, this study showed that by boosting specific self efficacy through verbal persuasion and modeling, persons' levels of motivation can be improved which in turn leads to enhanced performance.

According to Bandura's social cognitive theory (1986), self-efficacy is a key factor in achieving success. Self-efficacy is described as "people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performances". Self-efficacy perceptions influence the goals individuals set themselves: individuals do not set personal goals of which they estimate they cannot reach them, and those high in self-efficacy are relatively more likely to attain the goals they aim for (Bandura, 1997, 1982). In particular, previous researches have shown that individuals high in self-efficacy approach difficult tasks as challenges to be mastered rather than as threats to be avoided, set themselves challenging goals, maintain strong commitment to these goals, and persist in their efforts in the case of a failure. Such individuals quickly recover their sense of efficacy after failures or setbacks and attribute failure to insufficient effort or to deficient knowledge and skills that are acquirable (Bandura, 1997). In this way, they easily learn from their mistakes, and achieve better in academics as well as other aspects of school life.

How well a student can achieve in his school or college life is very much dependent upon what kind of goals he/she set for himself/herself, that is, his Goal-Orientation. Goal orientation, is a disposition toward developing or demonstrating ability in achievement situations. Researches have examined goal orientation as a motivation variable useful for learning, recruitment, climate and culture, performance appraisal, and selection. Some studies have also used goal orientation to predict

sales performance, goal setting, learning and adaptive behaviors in training, and leadership. Due to the many theoretical and practical applications of goal orientation, it is important to understand the construct and how it relates to other variables. Goal orientation is the degree to which a student, a person or an organization focuses on tasks and the end results of those tasks. Strong goal orientation advocates a focus on the ends that the tasks are made for instead of the tasks themselves and how those ends will affect either the person or the entire company. Those with strong goal orientation will be able to accurately judge the effects of reaching the goal as well as the ability to fulfill that particular goal with current resources and skills. The earliest conceptualizations of goal orientation were proposed in the 1970s by the educational psychologist Eison. Eison argued that students who approached college as an opportunity to acquire new skills and knowledge possessed a learning orientation while students who approached college with the goal to exclusively obtain high grades possessed a grade orientation. He originally believed that these two orientations were two ends of the same continuum and developed the Learning Orientation-Grade Orientation Scale to measure the continuum. At about the same time, Nicholls (1975) was developing a related theory that achievement motivation would lead grade school children to set high task related goals. He found that when some high-ability children encountered difficult tasks, they would use maladaptive strategies, leading to eventual feelings of helplessness, while others would use more productive coping strategies. He later conceptualized these differences as two types of achievement goals: (a) task involvement: where individuals seek to develop their competence relative to their own abilities and (b) ego involvement: where individuals seek to develop their competence relative to the abilities of others. Nicholls's early work set up Dweck's proposition of two types of goal orientation: learning orientation and performance orientation.

Dweck (1986) postulated that children with learning goals were believed to approach situations with the goal to master the acquisition of new skills, while children with performance goals were believed to approach situations with the goal of gaining approval from peers and teachers. Similar to Eison, Dweck conceptualized goal orientation as a two-dimension construct. Individuals with a learning goal orientation (sometimes referred to as mastery goal orientation or abbreviated as LGO), seek to develop their competence by acquiring new skills and mastering new situations. They are not

concerned about their performance relative to others, but rather with furthering their understanding of a given topic or task. Individuals with a performance goal orientation seek to demonstrate and validate the adequacy of their competence in order to receive favorable judgments and avoid negative judgments.

Subsequent work by Eison and colleagues in 1982, led to a change in the conceptualization of these orientations from two ends of a continuum to two separate constructs. More recently, researchers have come up with the idea that individuals can adopt the two orientation style simultaneously: persons can be high in both learning and performance orientations, low in both learning and performance orientations, or high in one orientation and low in the other. Ultimately, individuals can entertain multiple competing goal orientations at the same time, striving to both outperform competitors and improve their own performance. This led to the conceptualization of two separate continuums, one for learning goal orientation and one for performance goal orientation.

Many frameworks for goal orientation have been developed [Ames & Archer, (1988), Dweck & Leggett, (1988), Nicholls, (1984), Elliot, (1999), Elliot & Church, (1997), Elliot & Harackiewicz, (1996), Vande Walle, (1997)]. The current and most widely accepted conceptualization of goal orientation is offered by Elliot and McGregor (2001), who discussed it in terms of competence goals and competence evaluation. They suggested a four-dimensional approach to goal orientation in which mastery goal orientation is further differentiated into two dimensions: mastery approach and mastery avoidance. Furthermore, Elliot and Thrash (2001) have proposed a 2 × 2 conceptualization comprising mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance goals as follows:

1. *Mastery-approach goal orientation* refers to making efforts to improve one's skills and abilities, to advance one's learning, to understand material, or to master a task. Individuals with mastery goal orientation believe that ability is changeable (i.e., incremental theory of ability), perceive difficult tasks as challenging not threatening, set high performance goals, and demonstrate high levels of intrinsic motivation.

2. *Mastery-avoidance goal orientation* comprises the efforts individuals exert to avoid losing one's skills and abilities, forgetting what one has learned, misunderstanding material, or leaving a task incomplete or un-mastered.

3. *Performance-approach goal orientation* is concerned with being judgeable and one shows evidence of ability by being successful, by outperforming others, or by achieving success with little effort. Individuals with performance goal orientation believe that ability is fixed (i.e., entity theory of ability), learning is viewed as a way to achieve goals, to engage in feedback-seeking behavior, and failure is seen as an indication of low ability.

4. *Performance-avoidance goal orientation* occurs when individuals endeavor to avoid unfavorable judgments from others. Individuals with avoidance goal orientation perceive difficult tasks as threatening, not challenging, set low performance goals, engage in low levels of metacognitive activity, and report high levels of anxiety.

The goal orientation literature has examined the relationships among goal orientation and various proximal (e.g., self-efficacy, metacognition, & feedback seeking) and distal consequences (e.g., academic outcomes, organizational outcomes). In a meta-analysis, the goal orientation dimensions were found to be more strongly related to the self-regulatory constructs (i.e., self-efficacy, metacognition, & feedback seeking) than the performance constructs (i.e. academic and organizational performance). Individuals who are high in self-efficacy set more difficult goals, exert more effort to achieve those goals, and seek to learn from the processes of pursuing those goals. Vande Walle found that Learning Goal-orientation (LGO) was positively related to self-efficacy, effort, and goal setting level. Since "self-efficacy functions as a primary motivational mechanism by which goal orientation influences subsequent learning processes", students with higher levels of self-efficacy will exert more effort toward and learn more from task assignments.

The research on goal orientation is uncovering a lot of very interesting differences in the way a student acts depending on the goal orientation operating at the moment. Goals influence what a student chooses to study, how strategic they are in their study patterns, how persistent they are in the face of difficulties, and whether or not they are willing and able to go beyond the course requirements.

In a class, there are individual differences among the students in regard to their tastes, personality, intellect, attitude, aptitude, and all other measurable aspects. So naturally, there will be a difference in respect of how the adolescents deal with their emotions. Adolescence can be a very happy and exciting developmental period. But it can also have its share of stress. The stress that youth experience, like the stress that individuals experience at any stage of development, is caused by the pressures (stressors) that are placed on them and can come from many sources:

- *typical events and life changes* (e.g., physical changes)
- *unexpected events* (e.g., parents divorcing or being in a car accident)
- *individual factors* (e.g., substance abuse or the youth's trauma history)
- *interpersonal factors* (e.g., bullying at school, relationship problems or feelings of loneliness and isolation)
- *community, societal or environmental conditions* (e.g., school violence, racism, homophobia or being placed in foster care).

Numerous researchers have concluded that how youth respond to stressors is much more important than the stressor itself in determining their outcomes. Youth are more likely to achieve healthy, favorable outcomes and to thrive if they are resilient. Resilience is the process of managing stress and functioning well even when faced with adversity and trauma.

Some stressors youth face can be easily managed so that problems get resolved. But some stressors cannot be easily resolved. Youth cannot "fix" their parents' broken relationship, erase the abuse they suffered or be able to move out of a crime-plagued neighborhood. Rather, youth are resilient when they are able to call forth their inner strength to positively meet challenges, manage adversities, heal the effects of trauma and thrive given their unique characteristics, goals and circumstances. Resilience is often associated with discussions about periods of transition, disaster or adversity. It is often viewed as an adaptive, stress resistant personal quality that permits one to thrive in spite of adversity. Although there is controversy as to whether resilience is a characteristic, a process, or an outcome, the construct has been characterized by many researchers as a dynamic process among factors that may mediate between an individual, his or her environment, and an outcome. Resilient older adults are able to adjust to life adversities with little disruption to their lives. Resilience is considered as a

personality characteristic that moderates the negative effects of stress and promotes adaptation. Resilience may be understood as the ability to avert the impact of chronic strains, like chronic conditions, on the physical functioning, psychological functioning, and wellbeing. Resilience is the happy knack of being able to bungy jump through the pitfalls of life. Resilience is a broad concept covering many domains concepts related to positive patterns of adaptation in the context of adversity.

Developmental aspects of resilience:

Adolescence is a time of rapid development and change, with important consequences, some of which include the adoption of risky behaviour. Erikson (1968) hypothesised that the developmental stage of identity can result in the adolescent taking unneccesary risks. According to Erikson, risk is an essential tool in the formation of identity as the adolescent tests different identities. Adolescents engage in risky behaviour because they may consider themselves to be invulnerable to danger. They may make poor life choices putting themselves at risk of physical and/or psychological harm. Little is known about how this age group develops protective behaviour against perceived risks.

A plethora of research has evaluated ways of enhancing health promoting behaviour in adolescents? Protective factors, such as parental caring during infancy, are likely to change during subsequent developmental stages. Rutter (1993) exemplifies this idea by positing that parental caring during infancy is protective, while such parental behaviour in adolescence could hinder the child's attempts at testing different identities. The link between resilience and development seems to reflect the fact that the processes are interactive and endure over time. Because of their apparent sense of invulnerability to risk and danger, many adolescents participate in risky behaviour. Adults have traditionally been concerned about risk-taking behaviour in adolescents. Resilience has primarily been studied in relation to stressful times of transition. Adolescents are no strangers to such transitions.

There is an extensive body of theoretical and empirical literature on resilience. Although there is a wealth of literature on this subject, there are gaps and inconsistent findings. In most cases, resilience in adolescents is viewed as a positive characteristic. Resilience has typically been described as positive construct, therefore little is known about states of maladaptive resilience.

Resilience is about being realistic, thinking rationally, looking on the bright side**,** finding the positives, expecting things to go well and moving forward, even when things seem bad. Resilience is

more than just coping. When you're resilient, you're more prepared to seek new experiences and opportunities and take reasonable risks to achieve your goals. Risk-taking might mean some setbacks, but it also creates opportunities for success and greater self-confidence. In the context of mental health, resilience can be viewed as the ability to handle stress positively. Adolescents' stress can come from multiple directions—school; relationships (with friends, romantic partners, and parents); hormonal and physical changes associated with adolescence; impending decisions about college and career; pressures to conform or to engage in risky behaviors; family financial problems; dangerous neighborhoods; and more.

Resilience can also be viewed as the product of the stressors an adolescent is currently bearing; the adolescent's genetic temperament; his or her competence both for independence and for seeking help when appropriate; and the social support provided by family members and others.

Researcher has identified a number of characteristics of adolescents that are associated with resilience. Among these characteristics are having:

- One or more adults providing caring support;
- An appealing, sociable, easy going disposition;
- Good thinking skills ("intelligence" as traditionally defined, but also judgment and social skills);
- One or more talents (things a person does really well);
- Belief in oneself and trust in one's ability to make decisions; and
- Religiosity or spirituality.

A teacher can help his students build the ability to bounce back from difficult situations by giving him the opportunity to learn and practise important values and skills such as:

- self-respect and other personal values and attitudes
- social skills
- helpful and optimistic thinking
- skills for getting things done.

How the students can develop these values and skills is an object of prior consideration. However, in the recent years, developing resilience through mindfulness has gained due attention of people all round the world. There have been researches which indicate a direct relationship between resilience and mindfulness.

Mindfulness can be a powerful tool to confront and transform both external and internalized oppression. Noting patterns of greed, anger, and confusion in present and historical oppression against First Nations groups, he argued that mindlessness ultimately creates and sustains cultural oppression. Other studies reported adolescent students who participated in mindful awareness practices decreased stress and anxiety, decreased aggressive behavior and decreased bullying.

In our modern, busy lives, we constantly multi task. It's easy to lose awareness of the present moment as we become engrossed in our efforts to juggle work, home, finances, and other conflicting demands. As humans we are often "not present" in our own lives. We often fail to notice the good things about our lives, fail to hear what our bodies are telling us, or poison ourselves with toxic self-criticism. Human minds are easily distracted, habitually examining past events and trying to anticipate the future. Becoming more aware of our thoughts, feelings and sensations may not sound like an obviously helpful thing to do, however learning to do this in a way that suspends judgement and self-criticism can have an incredibly positive impact on our lives. Mindfulness is a way of paying attention to, and seeing clearly whatever is happening in our lives. It will not eliminate life's pressures, but it can help us respond to them in a calmer manner that benefits our heart, head, and body. It helps us recognize and step away from habitual, often unconscious emotional and physiological reactions to everyday events. It provides us with a scientifically researched approach to cultivating clarity, insight, and understanding. Practicing mindfulness allows us to be fully present in our life and work, and improve our quality of life.

The ABC of mindfulness:

A is for awareness - Becoming more aware of what you are thinking and doing - whats going on in your mind and body.

B is for "Being" with your experience. Avoiding the tendency to respond on auto-pilot and feed problems by creating your own story.

C is for seeing things and responding more wisely. By creating a gap between the experience and our reaction to, we can make wiser choices.

Mindfulness is the practice of purposely focusing one's attention on the present moment—and accepting it without judgment. The practice of mindfulness involves being aware moment-to-moment, of one's subjective conscious experience from a first-person perspective. When practicing mindfulness, one becomes aware of one's "stream of consciousness". The skill of mindfulness can be gradually developed using meditational practices that are described in detail in the Buddhist tradition. The Five-Aggregate Model, an ancient link between mind and body, is a helpful theoretical resource that could guide mindfulness interventions. The term "mindfulness" is derived from the Pali-term *sati* which is an essential element of Buddhist practice, including vipassana,satipaṭṭhāna and anapanasati. It has been popularized in the West by Jon Kabat-Zinn (1970s) with his mindfulness-based stress reduction (MBSR) program. According to Jon Kabat-Zinn, "mindfulness means paying attention in a particular way**;** on purpose**,** in the present moment**,** and non-judgmentally**."**

Mindfulness is also an attribute of consciousness long believed to promote well-being. Large population-based research studies have indicated that the idea of mindfulness is strongly correlated with well-being and perceived health. Studies have also shown that rumination and worry contribute to mental illnesses such as depression and anxiety, and that mindfulness-based interventions are effective in the reduction of both rumination and worry. Mindfulness is a state of active, open attention on the present. When you're mindful, you observe your thoughts and feelings from a distance, without judging them good or bad. Instead of letting your life pass you by, mindfulness means living in the moment and awakening to experience.

The benefits of mindfulness are both well-established and wide-ranging. Studies on subjects ranging from college students to Marines have found the practice reduces stress and leads to higher levels of

well-being. But why, exactly, is the ability to stay focused on the present moment in a non-judgmental way a powerful catalyst for contentedness? New research from our country points to a partial answer: Mindfulness breeds resilience. That's the conclusion of two Indian researchers who confirm that psychological resilience is more pronounced in mindful people, and also provide evidence that this highly useful quality produces many of the practice's much-touted benefits.

They conducted a study featuring 327 undergraduates (236 men and 91 women). The students completed a series of surveys measuring their mindfulness, life satisfaction, emotional state, and level of resilience—the ability to cope in difficult situations, and bounce back from adversity.

Mindfulness—or a lack thereof—was measured by their responses to 15 assertions, such as "I tend to walk quickly to get where I'm going without paying attention to what I experience along the way." They responded to each on a five-point scale ("not at all" to "true nearly all of the time"). As predicted, the researchers found "individuals with higher mindfulness have greater resilience, thereby increasing their life satisfaction." They note that resilience "can be seen as an important source of subjective well-being," and point out many ways mindfulness can promote this state of mind. "Mindful people ... can better cope with difficult thoughts and emotions without becoming overwhelmed or shutting down (emotionally)," they also found that Pausing and observing the mind may (help us) resist getting drawn into wallowing in a setback. Put another way, mindfulness "weakens the chain of associations that keep people obsessing about" their problems or failures, which increases the likelihood they will try again.

This isn't the only reason mindfulness promotes well-being, of course. A new study provides evidence that the practice also promotes self-compassion, which leads to higher levels of happiness. But increased resilience clearly plays a major role in this beneficial equation. In the words of Thich Nhat Hanh (2011) *"Through mindfulness, we can learn to live in the present moment instead of in the past and in the future. Dwelling in the present moment is the only way to truly develop peace, both in one's self and in the world"*. This study led by a team at the Massachusetts General Hospital in 2011 found that an eight-week program of Mindfulness-Based Stress Reduction resulted in increased concentration of grey matter in brain regions associated with learning, memory and regulation of emotions. "Although the practice of meditation is associated with a sense of peacefulness and physical

relaxation, practitioners have long claimed that meditation also provides cognitive and psychological benefits that persist throughout the day,"

In the light of all these research evidences, the researcher can clearly see a link between all the variables taken up in the study. Self efficacy, a predictor of Galatea effect influences how the students orient their goals, whether they adopt the performance enhancing goals or the mastery acquiring goals. It also influences resiliency in students. It is usually observed that people with high self efficacy tend to be more resilient. However, its relationship with mindfulness is not very clear. To sum up, we can say that working on Galatea Effect will be highly beneficial for the higher secondary students' in shaping their future.

1.1.0 EMERGENCE AND JUSTIFICATION OF THE PROBLEM

Today is the era of competition. Students choose a vocational stream and job of their aspiration and interest. They work hard and prepare to the fullest of their capabilities but even though, they have a sense of fear and feeling of insecurity lurks somewhere in their mind about their success. Along with this, they also have the aspirations of their parents and teachers attached which they want to fulfil. They also want to have a desire to stand out as the best person in their peer group.

We all know that, adolescence is a period full of hopes and ambitions about the future. Adolescents think about and make plan for their careers, life style relationships and families. Important decisions, many with long term consequences about schooling and careers are made during this stage. Due to all these factors, it is very important that these students should be groomed in such a way that they have a positive outlook towards their life. Having higher self-expectations can help them in adapting well with the changing life styles and perform better in all walks of life. When we specifically talk of secondary students, they are the ones who are facing maximum challenges to prove themselves worthy. They not only have to cope up with the persisting competition, but also have to develop self-concept as, they are going through drastic changes in their body, mind, emotions, etc. Developing self-concept and self efficacy are very essential for these students so as to develop confidence and optimistic outlook.

Teachers can help the students in building positive outlook and positive self efficacy by raising their expectations. Teachers' expectations along with the expectations of the student himself can help in raising student's general as well as specific self efficacy and thus can contribute immensely in improving students' performance in all the fields.

Raising expectations may help the students in taking decisions about their life on their own to some extent which may include setting goals, choosing vocations of their choice and many others. This can help in reducing the pressure of imposed learning and career choices, thereby avoiding negative feelings as much as possible, which ultimately will help in making the adolescents more resilient towards the adversities of life. It can also help the adolescents in becoming more active in listening attentively to what their brains think, i.e., making them more mindful which will in the long run help these students to become more optimistic, efficient and reflective.

Therefore, it is important to explore this area and find the ways to raise the levels of self-expectations of the secondary students. Researcher has explored this area to get a deeper insight of the problem and has gone through the areas in which researches have already been conducted. Some of the researches found related with the variables are as follows:

1.1.1. Researches related with Galatea Effect:

Although the concept of Galatea Effect is quite old, yet there has been little previous research in this field. A few researches have been conducted by Rubovitis & Maher (1973), Babad and Inbar (1982), Sutton & Woodman (1989) in the field of education. All these researchers concluded that expectations affect individuals' performance in educational settings. Eden & Ravid (1982), Eden & Shani (1982), Sutton & Woodman (1989), Eden (1990), Davidson & Eden (2000) conducted researches related to the Galatea Effect in the field of military. Eden & Ravid (1982) found that the task performance of the high-expectancy group was significantly higher than the task performance of the regular-expectancy group. Eden & Zuk (1995) suggested that the effect only occurs in situations where the task is novel. Their study showed evidence of reduced seasickness and increased performance at sea for those participants assigned to the experimental condition, thus supporting the Galatea Effect. Eden & Kinnar (1991) indicated that participants in the experimental condition had higher specific self-

efficacy and were more willing to volunteer than those in the control group. McNatt & Judge (2004) examined experience in creating the Galatea Effect by considering tenure with firm where it was found that tenure had no significant effect on performance of the employees. The following pie chart presents a graphical representation of the aforesaid discussion.

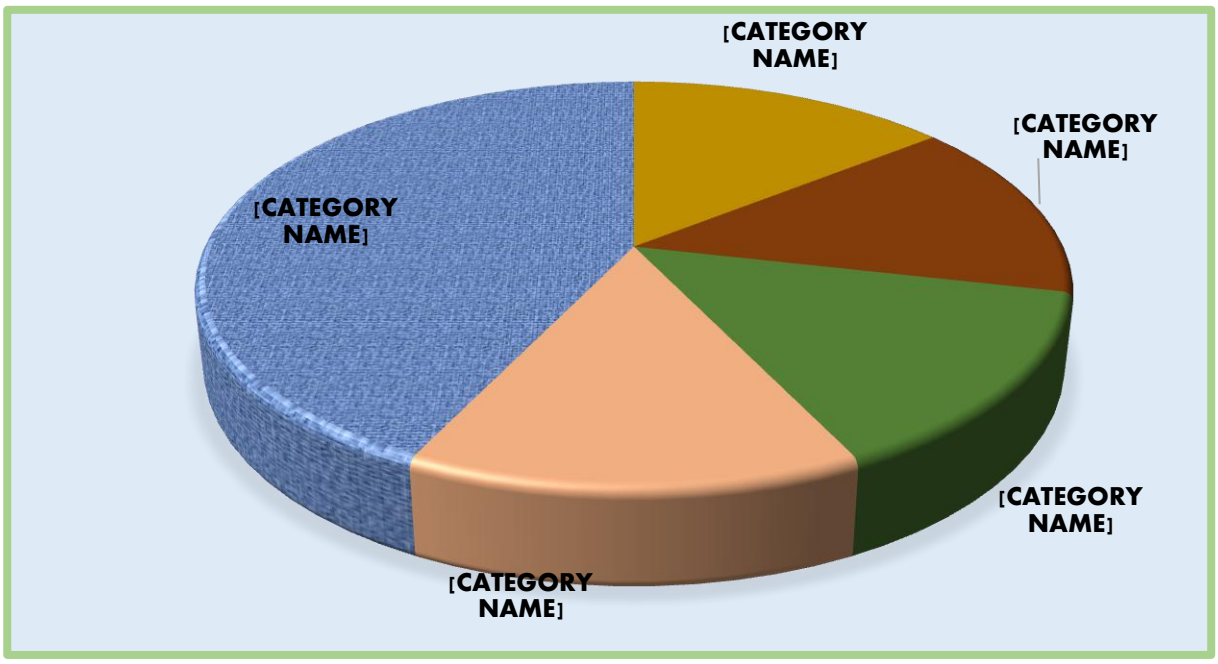


Figure 2 Researches of Galatea Effect with Different Variables

Since, researches on this Effect are quite low, therefore, it is not possible to generalize the results of these researches, especially in Indian circumstances, where the researcher has not found any research so far.

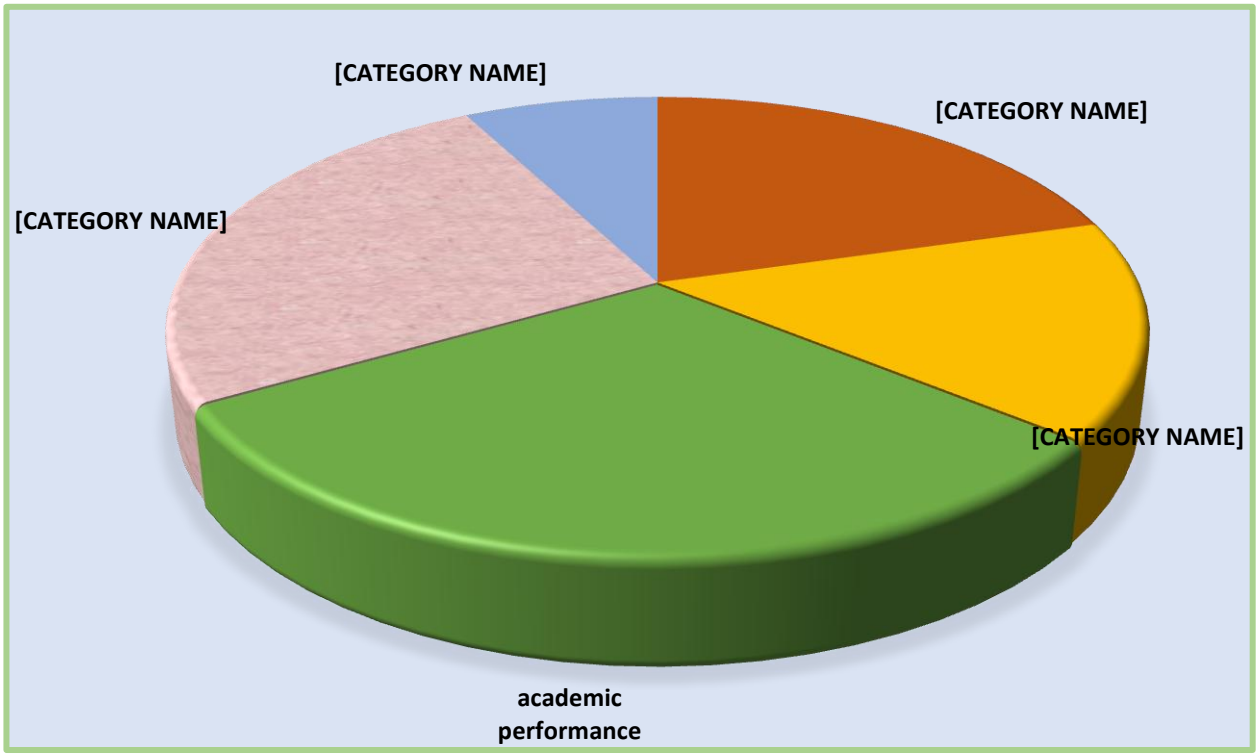
1.1.2. Researches related with Goal-Orientation:

A large number of researches have been done on Goal-orientation in almost all fields of study. Action goal-orientation has been found to be positively linked with self-regulation and academic performance (McCollum & Kajs, 2007; Bouffard, Boisvert, Vezeau & Larouche, 1995). Waldron & Krane (2005), studied motivational climate and goal orientation in adolescent females. Diefendorf (2004) examined the role of action-state orientation and goal orientation in goal setting and performance processes. In one study, achievement goals were found to be linked with optimal levels of motivation (Barron & Harackiewicz, 2001). Pajares, Britner, & Valiante (2000) studied the relation between achievement

goals and self-beliefs of middle school students in writing and science. Goal-orientation was found to be a positive determinant of motivational processes (Pintrich and Shunk, 2002; Bong, 2001; Elliot, 1999; Elliot, McGregor, & Gable 1999, Ames& Archer, 1988; Nicholls, 1984). Bong examined the between- and within-domain relations of academic motivation among middle and high school students. In this study, they studied the relationships existing between self-efficacy, task-value, and achievement goals. Eppler & Harju (1997) found that achievement goal-orientations have a direct impact on the academic performance of students. Skaalvik, (1997) studied self-enhancing and self-defeating ego orientations and their relations with task and avoidance orientation, achievement, self-perceptions, and anxiety. Studies have also been done on goals and their associations with beliefs about success in and perceptions of the purpose of physical education (White & Zellner, 1996; Walling & Duda, 1995). Dweck and Leggett, (1988) talked of a social cognitive approach to motivation and personality. Meece, Blumenfeld, & Hoyle (1988) studied students' goal-orientations and classroom engagement.

To sum up, we can say that people who have mastery goal-orientations have higher self-efficacy, thrive well in adverse conditions, that is, they are more resilient; and achieve better academically. Also, these have a greater sense of awareness about themselves and their surroundings, that is, they are more mindful and show increased participation in scholastic and co-curricular activities.

Students who have performance approach goal-orientations tend to better well off in terms of general



well-being. However, the researcher has not come across any research linking goal-orientation with Galatea Effect.

Figure 3 Researches of Goal-orientation with Different Variables

1.1.3.Researches related with Resilience

Resilience has been a field of extensive research. A great many researches have been done in this field. Garza, Bain & Kupczynski (2014), investigated the relationship between resiliency, self-efficacy, and persistence of college seniors. Lian & Lian Tam (2014) studied the work stress, coping strategies and resilience of working females of Malayasia. Sarwar, Inamullah, Khan and Anwar (2010) conducted a research on resilience and academic achievement of secondary students of Pakistan and they found that male students were more resilient at the secondary level.

Brdar, Rijavec & Loncaric (2006) studied coping and resilience in terms of goal-orientations and found that the relationship between goal-orientations and school achievement was mediated by resilience and coping strategies. Emery (2013) carried out a project on resilience and mindfulness of secondary students and found strong evidence that for secondary students, mindfulness enhances resilience by improving executive function and attention, and by reducing stress and anxiety.

Resilience has been associated with other variables also such as thinking styles, satisfaction, persistence, and well-being (Ahern, 2006; Aronowitz & Morrison-Beedy, 2004; O'Donnell *et al*, 2002; Hunter, 2001; Rouse, 2001; Rutter, 2000; Carbonell *et al*, 1998; Masten, 1994; Werner, 1993; Luthar, 1991).

From the above review, we can conclude that most of the researches are concentrated on how high self-efficacy affect the resiliency of the people and how being more resilient improve the academic achievement of the students. People who are more resilient tend to be more satisfied and have less work stress compared to their less resilient counterparts. Resiliency also develops a sense of performance approach goal-orientations among the people. Teachers can help their students become more mindful by making them more resilient to the changes occurring around them. Resilient

individuals have better overall well-being and they can easily cope up with the changing circumstances. However, it has yet not been found as to what changes can raising the self-expectations of a person, bring in his/her resiliency.

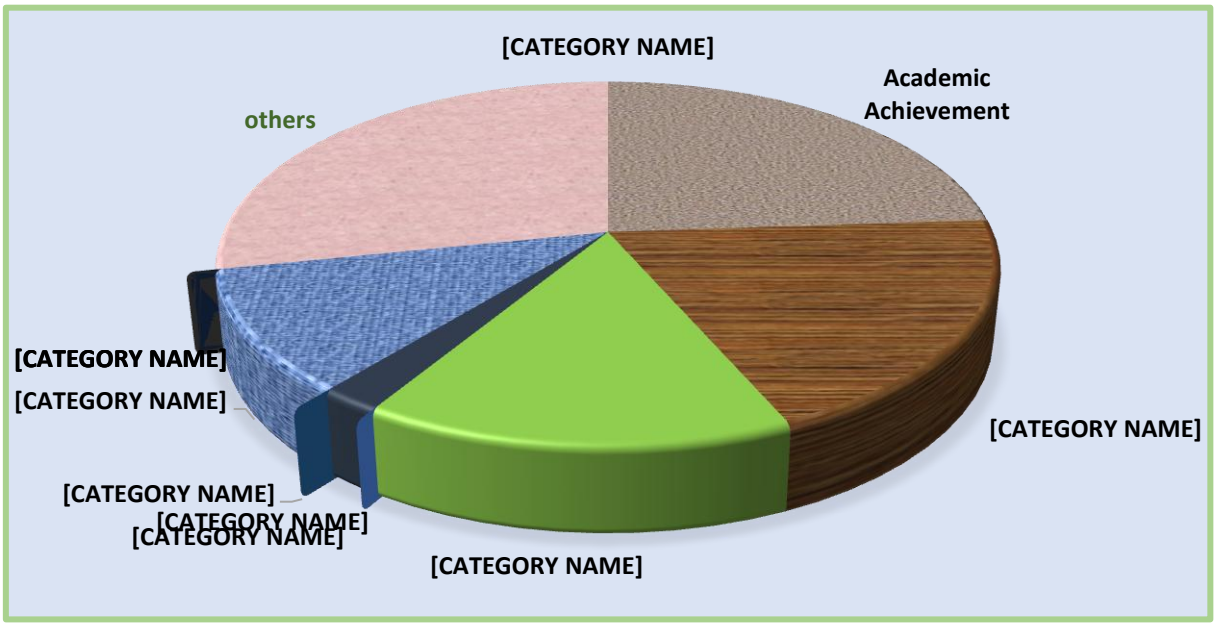


Figure 4 Researches of Resilience with Different Variables

1.1.4.Researches related with Mindfulness

Mindfulness is an emerging concept with its roots in the spiritual backgrounds of Buddhism. Researchers' interest in mindfulness practice has steadily increased due to its manifold benefits. Matthias, Narayanan & Chaturvedi (2014) conducted a research work on how supervisor's being mindful affect employee's performance. They found that employees' performance is boosted up by supervisor's visinory approach. Maynard, Solis, & Millerlack (2014) found that mindfulness interventions help in improving the academic performance, behavior and socio-emotional functioning of primary and secondary students. Emery (2013) found that mindfulness enhances self-awareness and psychological well-being. Many researchers conclude that mindfulness can significantly improve learning (Matta, 2013; Weare, 2012; Davis & Hayes, 2012). Siegel (2010) studied the impact of mindfulness on the physiology and psychology of students. Singh, et al. (2007) concluded that mindful parenting decreases aggression and increases social behavior in children with developmental disabiltiies. Mindfulness has been studied by other scholars also in regard to variables such as

attention, self-control, classroom participation, respect for others, hyperactive behavior, depression, stress, cognition, competence, self-efficacy. Researches on these variables have been done by scholars such as Zeidan, Johnson, Diamond, David & Goolkasian (2010), Flook, Smalley, Kitil, Galla, Kaiser, Locke, Ishijima & Kasari (2010), Biegel, Brown, Shapiro & Schubert (2009), Burke (2009), Beauchemin, Hutchins, & Patterson (2008), Block-Lerner, Adair, Plumb, Rhatigan, & Orsillo (2007), Brown & Ryan, (2003), Baer (2003), Grossman, Neimann, Schmidt & Walach (2003).

Mindfulness has a direct impact on the cognitive, affective and conative domain of an individual. Mindfulness positively influences the well-being and achievement of students. It makes people optimistic and socially and emotionally more competent.

Most of the International researches concerning mindfulness and behavioral traits like anxiety, depression, and stress reveal that mindfulness practice help in reducing all these negative attributes of one's personality and help in grooming the positive ones like attention, awareness of oneself and its surroundings, coping and resilience, self-control, self-efficacy and respect for others. It also improves participation of the students in the classroom activities. However, it will be quite interesting to know if raising one's own expectations can in any way make adolescents more mindful and reflective.

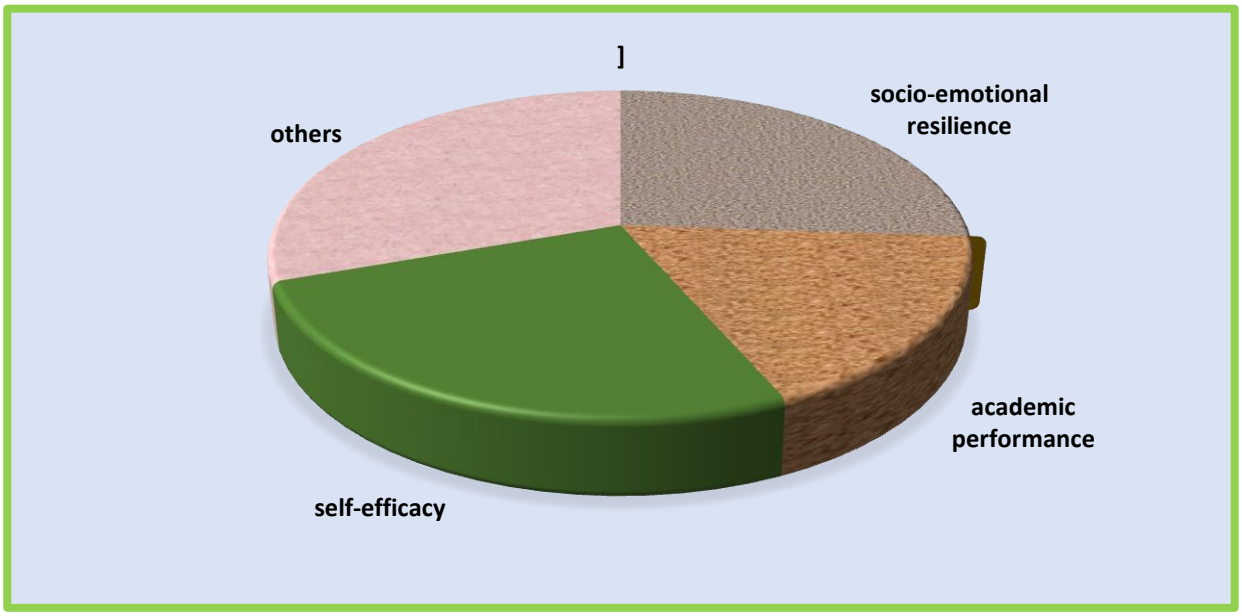


Figure 5 Researches of Mindfulness with Different Variables

The researcher after an extensive review did not find any research using Galatea Effect to raise the goal-orientation, resilience and mindfulness of the adolescents. The present study is novel in this

respect that none of the above researches explain the link, if there is any, between Galatea intervention and the other three variables. The researcher has not found any research concerning Galatea Effect in Indian context. The present study will therefore, prove helpful in understanding the link that Galatea Effect has with these variables. The questions that arise after reviewing the related researches are:

i. Does Galatea intervention anyhow affect the Goal-orientations of the Secondary Students?
ii. Does Galatea intervention affect the Resilience of these students?
iii. Is there any effect of Galatea intervention on the mindfulness of these secondary students?
iv. Can the Galatea Effect be generated in reference to Secondary Students in Indian circumstances?

The present research work has, therefore, been taken up by the researcher in an attempt to find the answers to these questions. This work will try to examine the unexplored areas in the field of Galatea Effect and will be a valuable addition to the existing lot of literature in this field.

1.2.0. STATEMENT OF THE PROBLEM

Under the light of the justification given in the preceding paragraphs, the statement of the problem is:

A study of Galatea Effect on Goal-orientation, Resilience and Mindfulness of Secondary Level Students.

1.3.0. DEFINITION OF THE TERMS TO BE USED IN THE STUDY

The important terms used in the study are:

1. Galatea Effect

"The Galatea effect is an effect that involves raising an individual's self-efficacy which ultimately results in an increase in performance." - (Eden and Zuk, 1995).

The Galatea effect only occurs if there is an actual increase in self-expectations, as well as an increase in performance. This effect focuses upon the effect of self-expectations and how these expectations are influenced by the expectations of others.

2. Goal-Orientation

"It is defined as an integrated pattern of beliefs, attributions and affect that produces the intentions of behavior and that is represented by different ways of approaching, engaging in, and responding to various kind of activities." - (Ames 1988).

In the present study, Goal orientation is the degree to which a person focuses on tasks and the end results of those tasks. These goals have been found to determine students' affective, cognitive, and behavioral reactions to success or failure, in addition to the quality of their performance.

3. Resilience

"Resilience is defined as the capacity to withstand, regulate and cope with ongoing life challenges and succeed in maintaining equilibrium despite negative effects from stress" (Rutter, 1993).

Resilience, here in this study, refers to the ability to successfully adapt to stressors, maintaining psychological well-being. It's the ability to "bounce back" from difficult experiences. It involves behaviors, thoughts, and actions that can be learned and developed in everyone to varying degrees.

4. Mindfulness

"The term Mindfulness is used to refer to a psychological state of well awareness, a practice that promotes this awareness, a mode of processing information, and a characterological trait (Davis & Hayes, 2011).

Mindfulness is a state of active, open attention on the present. When one is mindful, one observes one's thoughts and feelings from a distance, without judging them good or bad. Mindfulness is thought to enable one to respond to situations more reflectively.

1.4.0. OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To study the goal-orientation, resilience and mindfulness of secondary level students.
2. To develop an intervention program for raising the Galatea Effect.
3. To study the effect of Galatea intervention on the goal-orientation of secondary level students.
4. To study the effect of Galatea intervention on the Resilience of secondary level students.
5. To study the effect of Galatea intervention on the mindfulness of secondary level students.

1.5.0. HYPOTHESES OF THE STUDY

H_1. There is significant effect of Galatea intervention on the Goal-orientation of secondary level students.

H_2. There is significant effect of Galatea intervention on the Resilience of secondary level students.

H_3. There is significant effect of Galatea intervention on the Mindfulness of secondary level students.

1.6.0. DELIMITATIONS OF THE STUDY

The study will be delimited to:

- Students of Secondary Level (Class 9),
- Students of age group 14-15,
- Schools of C.B.S.E. BOARD of Agra city only.

1.7.0. VARIABLES OF THE STUDY

1**.** The **Independent Variable** of the study is Galatea Effect.

2. The **Dependent Variables** are**:**

a) Goal Orientation, b) Resilience, & c) Mindfulness

3. The **Extraneous Variables** will be identified and controlled using effective strategy as**:**

Table 1.1: Control of Extraneous Variables

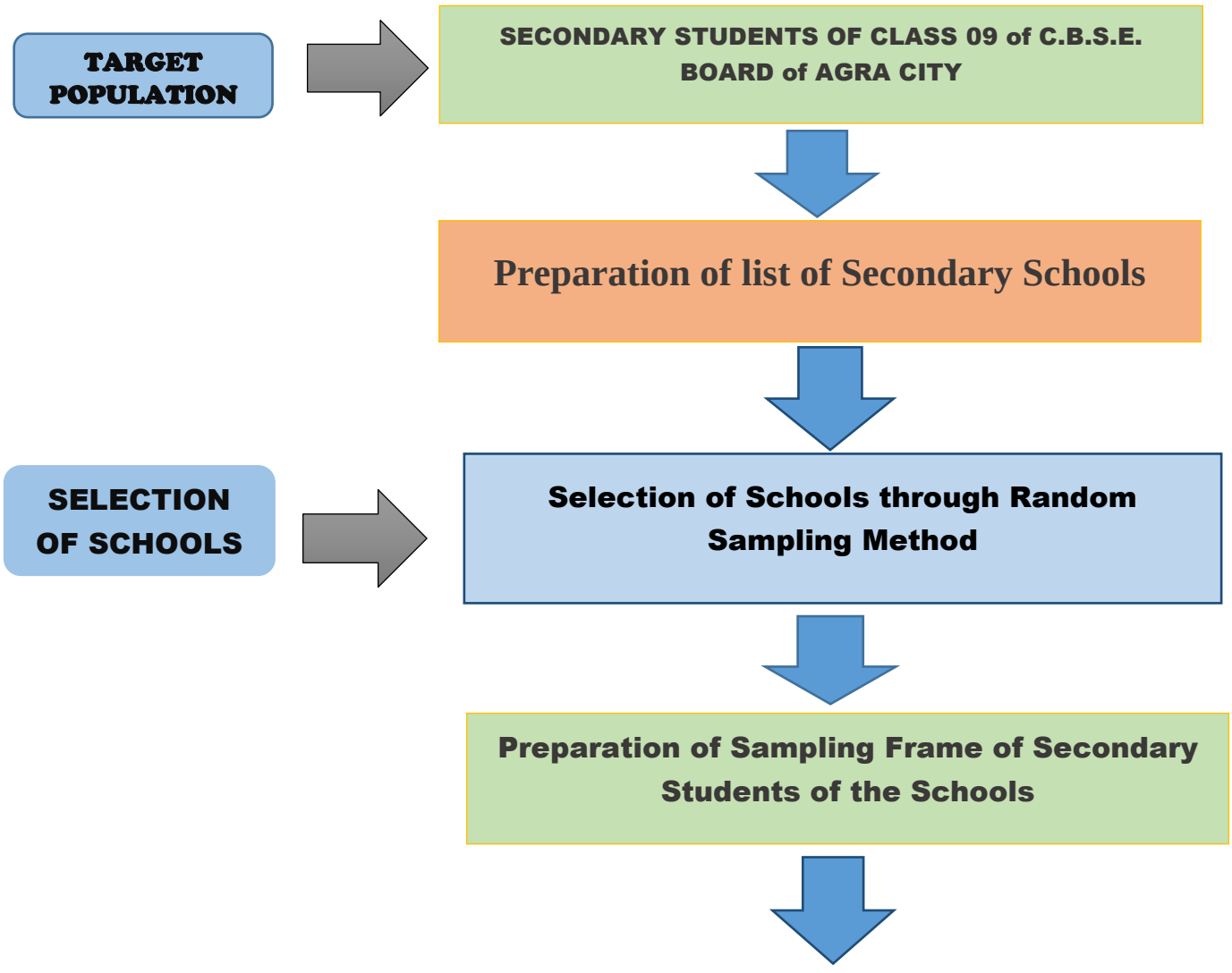
Category of Variables	**Extraneous Variables**	**Controlling Techniques**	**Method Of Control Of Extraneous Variable**

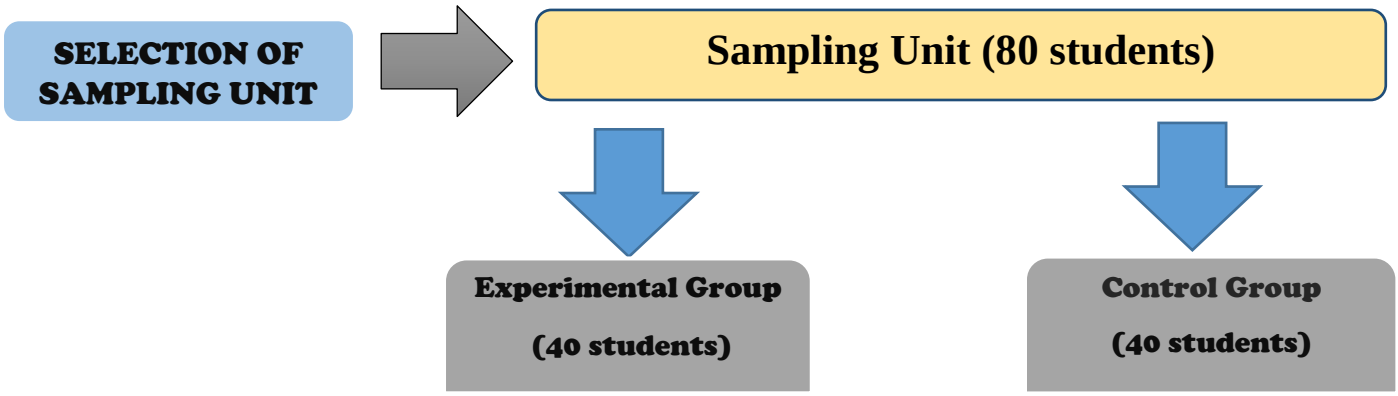
Subject related Variables	Age	Sample selection	Randomization
	SES		
	Anxiety	Rapport establishment	Psychologically by researcher
	Motivation		
Environment related Variables	Classroom climate	Rapport establishment	Psychologically by researcher
	Noise, Light	Remove	Researcher
	Test time, Test - Administration	Constancy	Researcher
Sequence related Variables	Practice	Eliminated	Psychologically by Researcher
	Fatigue	Eliminated	Psychologically by Researcher
	Cooperation	Constant	Researcher

1.8.0. SAMPLE OF THE STUDY

A sample of 80 students of class 9 of C.B.S.E. Board schools will be selected for study. The sample will be selected by the **Multi-stage Random Sampling Method.**

Figure 6 Procedure of Sample Selection


TARGET POPULATION
SECONDARY STUDENTS OF CLASS 09 of C.B.S.E. BOARD of AGRA CITY
Preparation of list of Secondary Schools
SELECTION OF SCHOOLS
Selection of Schools through Random Sampling Method
Preparation of Sampling Frame of Secondary Students of the Schools



1.9.0. METHOD OF THE RESEARCH

For the accomplishment of the objectives of the present study, **EXPERIMENTAL METHOD** will be used. This study will include two groups, one will be the experimental group on which the effect of intervention program will be observed and the other will be the control group to check the efficiency of the intervention program. The study will commence in three stages: The Pre-intervention Phase, the Intervention Phase and the Post-intervention Phase.

Phase 1: The Pre-intervention Phase (Planning and Developmental Phase)

- In this phase, the initial levels of goal-orientation, resilience, and mindfulness will be measured.
- An intervention program including modules on **verbal persuasion, enactive attainment** and **vicarious experiences** will be developed for raising the self-expectations of the students in terms of goal-orientations, resilience, and mindfulness.

Phase 2: The Intervention Phase (Execution Phase)

In this phase, the intervention program including modules on **verbal persuasion, enactive attainment** and **vicarious experiences** sessions will be organized. The intervention period will be of 9o days.

Phase 3: The Post-intervention Phase (Testing of Hypotheses)

- The effect of Galatea intervention on resilience, goal-orientation and mindfulness will be measured.
- The hypotheses will then be tested by comparing the pre-test and post-test results.

1.10.0. RESEARCH DESIGN

Randomized Pre Test-Post Test Two Group Research Design will be used for fulfilling the desired objectives of the study.

Table 1: ***The*** ***Randomized Pre Test-Post Test Two Group Design of the Study***

	Control Group N= 40	**Experimental Group N= 40**
Pre-Test	Goal-Orientation Scale, David Connor Resilience Scale,The Frieburg Mindfulness Inventory will be administered.	
Intervention Phase (90 days)	-	Intervention program based on modules of enactive attainment, verbal persuasion and vicarious experiences will be organized.
Post-Test	Goal-Orientation Scale, David Connor Resilience Scale, The Frieburg Mindfulness Inventory will be administered.	

1.11.0. TOOLS TO BE USED IN STUDY:

- For goal-orientations, a self-developed **Goal-Orientation Scale** will be used. This scale will include question items on task related goal-orientations, ability-approach goal-orientations, ability avoid goal-orientations and mastery goal-orientations.
- **David Connor Resilience Scale (2003)** developed by **Connor** and **Davidson**. It has items related to commitment, secure attachment to others, personal or collective goals, self-efficacy, patience, tolerance, optimism, recognition of sense of control, adaptability to change and action-oriented approach.

- Adapted version of **The Frieburg Mindfulness Inventory (2006)** will be used by the researcher for measuring the mindfulness of students.

1.12.0. STATISTICAL TECHNIQUES TO BE USED:

Two kinds of statistical techniques will be employed in the present research work. These are:

1. Descriptive Statistics: Mean**,** Standard Deviation and Graphical Representation.

2. Inferential Statistics: To know the Galatea Effect on the dependent variables, t-test and ANOVA will be used.

1.13.0. SIGNIFICANCE OF THE STUDY:

In the modern world, education is widening up and there is a cut-throat competition among the students to excel. Students find it difficult to control their emotions in order to face various situations of student life. It is imperative to manage the stress, strain and emotions to keep pace with the demands of the world. The way of managing emotions is crucial for better performance. Raising one's self expectations can be helpful in managing students' emotions and taking them at par with the others in terms of academic and co-curricular excellence. Parent and teachers' primary focus is always on academic performance through nurturing intelligence sand they give tiniest or very little importance to students' emotions. Intelligence may help students in acquiring subject knowledge but how their learning proficiency can be enriched and how the adolescents can be made efficient as well as excellent achievers depends very well on the expectations that the students have about themselves. Galatea effect in particular focuses upon how self expectations affect one's achievement and how these interact with the expectations of others. Teachers often give their students subtle cues about how they have to behave in the classroom settings and how they have to perform. These expectations of the teachers combined with students' own expectations motivate them to achieve better and perform nicely in all spheres of life, be it academics or co-curricular activities. Hence, the present study has been taken up with the purpose of studying students' expectations which affect the goals that they set for

themselves, their resilience capacity and the positive and active, attentive state of their minds ,i.e., mindfulness. The positive results of the study will be useful not only for the students, but also for their parents, teachers and the educational planners and administrators.

The study will be helpful for:

1. Finding out the nature and levels of self-expectations which affect students' goal-orientation, resilience and mindfulness.
2. Understanding the individual differences among boys and girls, and among each student in terms of their self-expectations.
3. The parents, who will be able to understand the expectations of their wards in a better manner.
4. The teachers, so that they can plan such classroom learning activities which will help in raising students' self- expectations.
5. The educational planners and administrators, who will help in formulating such curriculum which will include such intervention programs that will help in raising students' self-expectations.
6. Developing such activities which will make students more resilient.
7. Helping students in choosing mastery goals for their lives and not just achievement goals.
8. Developing a sense of appraisal for mindfulness in students' minds and helping them in undertaking mindfulness as a means of improving their attention and positive approach towards life.
9. Helping the students understand how just by raising their own expectations, their lives can be improved a lot.

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